

Educational Suitability

DRAFT

Reference Guide

Kentucky Department of Education

June 2011

SCORING

The Educational Suitability Assessment of a school building measures how well the building supports the educational programs being offered. Multiple systems or categories are included in the assessment, such as school-wide learning environments and specific spaces, like media centers. Some systems or categories are found in all types of schools, like general classrooms, whereas other space may be specific to certain grade configurations, like science labs. Each school receives an educational suitability score based on a 100 point scale expressed as a percentage.

Weighting of systems within schools is based on a 100 point scale, and each grade configuration model may have different systems/categories. This means that the points assigned a specific system/category in one model may differ from another model. Given this weighting difference, a comparison of the points assigned to a specific system/category across models is not appropriate because the size and proportion of spaces will be different based on the type of school.

The scoring system used by KDE in 2010-2011 are expressed in two decimal points. This is due to several factors. Using a 100 point scale to review numerous systems/categories, many of the point assignments are a fraction of a whole number. This allows the system to reflect the scoring on square footage and relative importance, and facilitates consistent sums when adding to arrive at a total score.

KDE utilized the following model in 2010-2011, which allows for development of budget projections. It is similar to a facility condition index in that the inverse of the educational suitability score measures of the value of the building which should be allocated to correct deficiencies.

Facility Suitability Index (FSI) = $1.0 - \text{Educational Suitability Score (\%)}$

$\text{FSI} \times .35\text{Cost/SF} \times \text{Total SF} = \text{Total Budget Projection}$

The budget projection is based on 35% of the replacement cost due to two critical factors. First, correcting educational suitability deficiencies may be accomplished in a number of ways and is most often less than 100% of the replacement. Second, the fact that these deficiencies are typically fixed along with building condition deficiencies and often overlap in scope of work and cost.

The educational suitability score can be combined with the building condition score to create a “combined score” for each school. This should simplify the comparison and prioritization process when determining need since it is easier to compare one score as opposed to multiple scores.

Draft Template for Educational Suitability Scoring:

Model - School Type	Category	Description	Possible Points (Weight)
Suitability - HS	Art	Environment	
Suitability - HS	Art	Location	
Suitability - HS	Art	Size	
Suitability - HS	Art	Storage/Fixed Equip	
Suitability - HS	Career Tech Ed	Environment	
Suitability - HS	Career Tech Ed	Location	
Suitability - HS	Career Tech Ed	Size	
Suitability - HS	Career Tech Ed	Storage/Fixed Equip	
Suitability - HS	Computer Labs	Environment	
Suitability - HS	Computer Labs	Location	
Suitability - HS	Computer Labs	Size	
Suitability - HS	Computer Labs	Storage/Fixed Equip	
Suitability - HS	General Classrooms	Environment	
Suitability - HS	General Classrooms	Location	
Suitability - HS	General Classrooms	Size	
Suitability - HS	General Classrooms	Storage/Fixed Equip	
Suitability - HS	Instructional Resource Rooms	Environment	
Suitability - HS	Instructional Resource Rooms	Location	
Suitability - HS	Instructional Resource Rooms	Size	
Suitability - HS	Instructional Resource Rooms	Storage/Fixed Equip	
Suitability - HS	Learning Environment	Exterior Environment	
Suitability - HS	Learning Environment	Interior Environment	
Suitability - HS	Learning Environment	Learning Style Variety	
Suitability - HS	Media Center	Environment	
Suitability - HS	Media Center	Location	
Suitability - HS	Media Center	Size	
Suitability - HS	Media Center	Storage/Fixed Equip	
Suitability - HS	Music	Environment	
Suitability - HS	Music	Location	
Suitability - HS	Music	Size	
Suitability - HS	Music	Storage/Fixed Equip	
Suitability - HS	Outside	Athletic Courts and Fields	
Suitability - HS	Outside	Parking	
Suitability - HS	Outside	Pedestrian Traffic	
Suitability - HS	Outside	Vehicular Traffic	
Suitability - HS	P.E.	Environment	

Suitability - HS	P.E.	Location	
Suitability - HS	P.E.	Size	
Suitability - HS	P.E.	Storage/Fixed Equip	
Suitability - HS	Performing Arts	Environment	
Suitability - HS	Performing Arts	Location	
Suitability - HS	Performing Arts	Size	
Suitability - HS	Performing Arts	Storage/Fixed Equip	
Suitability - HS	Safety and Security	Controlled Entrances	
Suitability - HS	Safety and Security	Ease of Supervision	
Suitability - HS	Safety and Security	Fencing	
Suitability - HS	Safety and Security	Signage & Way Finding	
Suitability - HS	Science	Environment	
Suitability - HS	Science	Location	
Suitability - HS	Science	Size	
Suitability - HS	Science	Storage/Fixed Equip	
Suitability - HS	Self-Contained Special Ed	Environment	
Suitability - HS	Self-Contained Special Ed	Location	
Suitability - HS	Self-Contained Special Ed	Size	
Suitability - HS	Self-Contained Special Ed	Storage/Fixed Equip	
Suitability - HS	Support Spaces	Administration	
Suitability - HS	Support Spaces	Cafeteria	
Suitability - HS	Support Spaces	Clinic	
Suitability - HS	Support Spaces	Counseling	
Suitability - HS	Support Spaces	Custodial and Maintenance	
Suitability - HS	Support Spaces	Food Service and Prep	
Suitability - HS	Support Spaces	Restrooms (Student)	
Suitability - HS	Support Spaces	Staff Work Room	

The following information could be used to assess individual spaces, relative to the Model Program spaces identified in 702 KAR 4:180 “The Kentucky School Facilities Planning Manual”.

ART CLASSROOMS - All schools (ES, MS, and HS, regardless of size) are expected to have an art room. If no art room exists, all four components should be scored *Unsatisfactory*. If the art room is located in a portable, all four components should be scored *Unsatisfactory*.

Component	Description	What to Look
Environment	The room should provide an inviting and stimulating environment for learning.	Spatial Configuration (immovable): Does it support the instructional program? Lighting: Appropriate natural light/lighting levels? Acoustics: Are there impediments to hearing the teacher? Is there noise transfer between classrooms? HVAC/Temperature: Is there proper ventilation and consistent and adequate climate control? Aesthetics: Is it an inviting learning environment?
Size	The room should meet the KDE square footage standards. ES: 800 SF MS: 1200 SF HS: 1200 SF	EXCEL: 90-100% of the room(s) meet standards GOOD: 80-89% of the room(s) meet standards FAIR: 65-79% of the room(s) meet standards POOR: 50-64% of the room(s) meet standards UNSAT: <50% of the room(s) meet standards
Location	The room should be appropriately located for the program.	Access: Is the classroom on the ground floor and is there direct access to a future outdoor art patio space? Exposure: Is the location on the north side of the building?
Storage/ Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	Storage: Is there adequate permanent casework and enough lockable storage for materials and projects? Fixed Equipment: Are there sinks w/clay traps, display space, hard- surfaced flooring, connections for a future kiln with appropriate ventilation (MS/HS only), and technology equipment?

COMPUTER LABS - All schools (ES, MS, and HS, regardless of size) are expected to have a computer lab. If no computer lab exists or if the lab is located in a portable building, all four components should be scored *Unsatisfactory*.

Component	Description	What to Look
Environment	The room should provide an inviting and stimulating environment for learning.	Spatial Configuration (immovable): Does it support the instructional program? Lighting: Appropriate natural light/lighting levels? Acoustics: Are there impediments to hearing the teacher? Is there noise transfer between classrooms? HVAC/Temperature: Is there proper ventilation and consistent and adequate climate control? Aesthetics: Is it an inviting learning environment?
Size	The room should meet the square footage standards. ES: 800 SF MS: 900 SF HS: 1280 SF	EXCEL: 90-100% of the room(s) meet standards GOOD: 80-89% of the room(s) meet standards FAIR: 65-79% of the room(s) meet standards POOR: 50-64% of the room(s) meet standards UNSAT: <50% of the room(s) meet standards
Location	The room should be appropriately located for the program.	A room that is close to classroom areas and shielded from noise- producing activities or functions.
Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	Storage: Is there adequate permanent casework and enough storage for teaching materials and records? Fixed Equipment: Is there surge protection at circuit-breaker panels in each classroom for incoming power? Are all electrical connections for computers above countertop height, either along the wall, or by means of a floor pedestal?

EARLY CHILDHOOD EDUCATION - If early childhood classrooms are located in a portable building, the comment for all four components should include this information and the scores should be lowered based on the percent of classrooms located in portable buildings. If all ECE classrooms are in portables, all components should be scored *Unsatisfactory*.

Component	Description	What to Look
Environment	The room should provide an inviting and stimulating environment for learning.	Spatial Configuration (immovable): Does it support the instructional program? Lighting: Appropriate natural light/lighting levels? Acoustics: Are there impediments to hearing the teacher? Is there noise transfer between classrooms? HVAC/Temperature: Is there proper ventilation and consistent and adequate climate control? Aesthetics: Is it an inviting learning environment?
Size	The room should meet the square footage standards. 825 SF plus an additional 50 SF of storage	EXCEL: 90-100% of the room(s) meet standards GOOD: 80-89% of the room(s) meet standards FAIR: 65-79% of the room(s) meet standards POOR: 50-64% of the room(s) meet standards UNSAT: <50% of the room(s) meet standards
Location	The room should be appropriately located for the program.	A room that is appropriately located and shielded from noise-producing activities or functions and has direct access to an outdoor play area. (Play area is scored under Outside Spaces .)
Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	Storage: 15 SF for children's clothing and personal items; storage space for teaching materials and records. 50 SF additional storage space (lockable) for large play equipment. Fixed Equipment: There should be a wet area (15 SF) that includes a separate vanity/sink with bubbler or cup-filler within the classroom space. There should also be a restroom (25 SF) in the classroom.

GENERAL CLASSROOMS - If general classrooms are located in a portable building, the comment for all four components should include this information and scores lowered based on the percent that are located in portable buildings. If all general classrooms are in portables, all four components are scored *Unsatisfactory*.

Component	Description	What to Look
Environment	The room should provide an inviting and stimulating environment for learning.	<p>Spatial Configuration (immovable): Does it support the instructional program? Where clusters of three or more open classrooms are to be utilized for a "family concept" instructional area, provide space for a corridor with walls to meet the requirements of means of egress.</p> <p>Lighting: Appropriate natural light/lighting levels?</p> <p>Acoustics: Are there impediments to hearing the teacher? Is there noise transfer between classrooms?</p> <p>HVAC/Temperature: Is there proper ventilation and consistent and adequate climate control?</p> <p>Aesthetics: Is it an inviting learning environment?</p>
Size	<p>The room should meet the square footage standards.</p> <p>ES: 800 SF MS: 750 SF HS: 750 SF</p>	<p>EXCEL: 90-100% of the room(s) meet standards</p> <p>GOOD: 80-89% of the room(s) meet standards</p> <p>FAIR: 65-79% of the room(s) meet standards</p> <p>POOR: 50-64% of the room(s) meet standards</p> <p>UNSAT: <50% of the room(s) meet standards</p>
Location	The room should be appropriately located for the program.	A room that is appropriately located and shielded from noise-producing activities or functions.
Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	<p>Storage: ES: 15 SF for children's clothing and personal items</p> <p>MS: One 12"x12"x36" locker for the maximum student enrollment, outside the classroom space</p> <p>All Grades: Storage space for teaching materials and records.</p> <p>Fixed Equipment: A wet area with sink and bubbler (ES only). Room(s) have program/technology equipment appropriate to the program.</p>

INSTRUCTIONAL RESOURCE ROOMS - If instructional resource rooms are located in a portable building, the comment for all four components should include this information and scores lowered based on the percent that are located in portable buildings. If all resource rooms are in portables, all components are scored *Unsatisfactory*.

Component	Description	What to Look
Environment	The room should provide an inviting and stimulating environment for learning.	Spatial Configuration (immovable): Does it support the instructional program? Lighting: Appropriate natural light/lighting levels? Acoustics: Are there impediments to hearing the teacher? Is there noise transfer between classrooms? HVAC/Temperature: Is there proper ventilation and consistent and adequate climate control? Aesthetics: Is it an inviting learning environment?
Size	The room should meet the square footage standards. ES: 400 SF MS: 375 SF HS: 375 SF	EXCEL: 90-100% of the room(s) meet standards GOOD: 80-89% of the room(s) meet standards FAIR: 65-79% of the room(s) meet standards POOR: 50-64% of the room(s) meet standards UNSAT: <50% of the room(s) meet standards
Location	The room should be appropriately located for the program.	The room should be near the students who are served and shielded from noise-producing activities or functions.
Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	Storage: Room(s) have adequate permanent casework; teacher, and student storage. Fixed Equipment: Room(s) have program/technology equipment appropriate to the program. Where two resource rooms are divided by a folding partition, each room must have its own door to the corridor, separate light switching and control of heating and air- conditioning.

KINDERGARTEN - If kindergarten classrooms are located in a portable building, the comment for all four components should include this information and scores lowered based on the percent that are located in portable buildings. If all kindergarten classrooms are in portables, all components are scored *Unsatisfactory*.

Component	Description	What to Look
Environment	The room should provide an inviting and stimulating environment for learning.	<p>Spatial Configuration (immovable): Does it support the instructional program? Where clusters of three or more open classrooms are to be utilized for a "family concept" instructional area, provide space for a corridor with walls to meet the requirements of means of egress.</p> <p>Lighting: Appropriate natural light/lighting levels?</p> <p>Acoustics: Are there impediments to hearing the teacher? Is there noise transfer between classrooms?</p> <p>HVAC/Temperature: Is there proper ventilation and consistent and adequate climate control?</p> <p>Aesthetics: Is it an inviting learning environment?</p>
Size	<p>The room should meet the square footage standards.</p> <p>800 SF</p>	<p>EXCEL: 90-100% of the room(s) meet standards</p> <p>GOOD: 80-89% of the room(s) meet standards</p> <p>FAIR: 65-79% of the room(s) meet standards</p> <p>POOR: 50-64% of the room(s) meet standards</p> <p>UNSAT: <50% of the room(s) meet standards</p>
Location	The room should be appropriately located for the program.	A room that is appropriately located and shielded from noise-producing activities or functions.
Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	<p>Storage: Storage space for teaching materials and records, 15 SF for children's clothing and personal items.</p> <p>Fixed Equipment: A wet area with sink and bubbler. Room(s) have program/technology equipment appropriate to the program. A restroom is not required in kindergarten classrooms, but should be mentioned in the comments section if it exists.</p>

LEARNING ENVIRONMENT

Component	Descriptio	What to Look
Learning Style Variety	The school should have flexible learning spaces.	Space is provided to allow for various group sizes, projects, individual workstations, as well as general classrooms. Spaces are flexible, allowing for differentiated instruction to accommodate multiple teaching and learning styles.
Interior Environment	The school should provide an inviting and stimulating environment for learning.	<p>Spatial Configuration (immovable): Does it support the instructional program or are there oddly-placed posts, difficult angles to navigate or awkward spaces to use?</p> <p>Lighting: Is there appropriate natural light (windows with views) and adequate artificial lighting levels?</p> <p>Acoustics: Are there impediments to hearing the teacher? Is there noise transfer between classrooms or from traffic or play areas into the classrooms?</p> <p>HVAC/Temperature: Is there proper ventilation and consistent and adequate climate control?</p> <p>Aesthetics: Is it an inviting learning environment?</p>
Exterior Environment	Schools should have outdoor areas for learning opportunities.	Examples include: Outdoor science/nature learning labs, art patios, covered or open instructional areas, and social gathering spaces.

MEDIA CENTER – All schools are expected to have a media center. If the media center is in a portable, all components are scored *Unsatisfactory*.

Component	Descriptio		What to Look
Environment	The room should provide an inviting/stimulating environment for learning.		Spatial Configuration (immovable): Does it support the instructional program? Lighting: Appropriate natural light/lighting levels? Acoustics: Are acoustic materials in place to allow different activities to occur at the same time without interference? HVAC/Temperature: Is there proper ventilation and consistent and adequate climate control? Aesthetics: Is it an inviting learning environment?
Size		Consider school type specifics	EXCEL: 90-100% of the room(s) meet standards GOOD: 80-89% of the room(s) meet standards FAIR: 65-79% of the room(s) meet standards POOR: 50-64% of the room(s) meet standards UNSAT: <50% of the room(s) meet standards
Location	The room should be appropriately located for the program.		The media center should be centrally located to support access of all students and away from noisy parts of the building.
Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.		Storage: Adequate permanent casework and enough storage for materials and technology. Fixed Equipment: Work rooms should have a base cabinet with sink and windows and half-glass door to permit supervision.

MUSIC - All schools (ES, MS, and HS, regardless of size) are expected to have a music room. If no music room exists, all four components should be scored

Unsatisfactory. If the music room is located in a portable, all four components should be scored *Unsatisfactory*.

Component	Description	What to Look
Environment	The room should provide an inviting/stimulating environment for learning.	<p>Spatial Configuration (immovable): Appropriate shape? High ceiling? Music rooms should <u>not</u> have fixed risers.</p> <p>Lighting: Appropriate natural light/lighting levels?</p> <p>Acoustics: Are there impediments to hearing the teacher? Is there noise transfer between classrooms?</p> <p>HVAC/Temperature: Is there proper ventilation and consistent and adequate climate control?</p> <p>Aesthetics: Is it an inviting learning environment?</p>
Size		<p>EXCEL: 90-100% of the room(s) meet standards</p> <p>GOOD: 80-89% of the room(s) meet standards</p> <p>FAIR: 65-79% of the room(s) meet standards</p> <p>POOR: 50-64% of the room(s) meet standards</p> <p>UNSAT: <50% of the room(s) meet standards</p>
Location	The room should be appropriately located for the program.	All music rooms shall be located remotely from other classrooms to minimize sound transmission. HS: Band rooms shall be located on the ground floor to provide access directly to the exterior through a door no less than 44 inches wide.
Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	Storage: There should be adequate storage for teaching materials and instruments. The chorus room should have robe storage (100 SF). Band/vocal and HS band rooms should include storage for instruments, sheet music, and uniforms.

PHYSICAL EDUCATION - All schools ES, MS, and HS are expected to have a P.E. space. A gymnasium is required at all levels, except ES when enrollment is smaller than 300 SF where a multi-purpose space is adequate. If no PE space exists, all four components should be scored *Unsatisfactory*.

Component	Description	What to Look
Environment	The room should provide an inviting/stimulating environment for learning.	Spatial Configuration (immovable): Does it support the instructional program? Lighting: Appropriate natural light/lighting levels? Acoustics: Are there impediments to hearing the teacher? Is there noise transfer between programs? HVAC/Temperature: Is there proper ventilation and consistent and adequate climate control? Aesthetics: Is it an inviting learning environment?
Size	The room should meet the square footage standards. All support spaces are to be provided within the minimum gymnasium unit area, except at elementary schools where these spaces are provided in addition to the minimum unit area. <i>See the following page for size specifics.</i>	EXCEL: 90-100% of the room(s) meet standards GOOD: 80-89% of the room(s) meet standards FAIR: 65-79% of the room(s) meet standards POOR: 50-64% of the room(s) meet standards UNSAT: <50% of the room(s) meet standards
Location	The room should be appropriately located for the program.	Gyms shall be located on the ground floor, remote from classrooms and in close proximity to the outdoor play area. They should be close to the parking areas to reduce the movement of people through the building or along its perimeter to reduce vandalism. Gyms should be able to be separated from other parts of school for after-school events. Gym and all support spaces shall be located on the same level for ADA accessibility or there should be an elevator.
Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	Storage: There should be 300 SF of storage for all levels. If the mezzanine is used, there should be storage at that level. Fixed Equipment - All Levels: Seating in bleachers for entire student body.

PHYSICAL EDUCATION (CONTINUED)

P.E. Requirements		
School/Student Enrollment	Minimum Playing Floor Area (SF)	Minimum Gymnasium Unit Area (SF)
Elementary +300	5,050	5,500
Middle/450	8,175	10,37
Middle/600	8,575	10,77
Middle/750	9,175	11,97
Middle/900	9,600	12,40
High/750	10,60	14,40
High/1,000	10,60	16,00
High/1,500	11,70	17,10

Grade Level	Support Space Room	Minimum Area	Special Features
Elementary	Coach/Instructor	150 SF	Provide a private toilet and shower
Grades 7 and above (One per sex)	Coach/Instructor	150 SF	Provide a private toilet and shower
	Locker Room	As required	Lockers based on 1/4 of the total school enrollment with 1/2 of this number for each sex; Provide (35-50) 12"x36"x12" lockers and (210-300) 12"x12"x12" lockers
	Toilet & Shower Room	As required	Minimum of five (5) shower heads in each shower area with modesty shielding for girls; Drying area with floor drain and towel hooks
High School	Training Room	As required	Accessible to both sexes; Provide a sink, floor drain, space for a 30"x60" taping table and space and connections for a whirlpool; Provide a telephone outlet
	Laundry Room	As required	Hookups for washer and dryer in a space supervised from the coach's office

	Visiting Team Locker, Toilet/Shower Room (One per sex)	As required to suit maximum team size	Provide lockers and showers as noted above
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PERFORMING ARTS – Only high schools have been scored. ES and MS are scored N/A with a description of any existing equipment, spaces and ADA-access.

Component	Descriptio		What to Look
Environment	The room should provide an inviting/stimulating environment for learning.		Spatial Configuration (immovable): Does it support the instructional program? Lighting: Appropriate natural light/lighting levels? Acoustics: Are there impediments to hearing? Is there noise transfer between spaces? HVAC/Temperature: Is there proper ventilation and consistent and adequate climate control? Aesthetics: Is it an inviting learning environment?
Size			Performing arts spaces including auditorium, stage, seating, green room, dressing rooms, sound booth, lighting booth, etc. meet instructional space guidelines/standards. EXCEL: 90-100% of the room(s) meet standards GOOD: 80-89% of the room(s) meet standards FAIR: 65-79% of the room(s) meet standards POOR: 50-64% of the room(s) meet standards UNSAT: <50% of the room(s) meet standards
Location	The room should be appropriately located for the program.		The performing arts space should be located on the ground floor and acoustically isolated from the quiet spaces. There should be convenient public & after-school access with the means to restrict access to other spaces and easy access to restrooms and water fountains.
Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.		The performing arts space should have adequate and appropriate storage, curtain, lighting, sound system, and technology equipment appropriate to the program.

SCIENCE - Note: All schools with grades 5 and above are expected to have rooms for science. Grades 5/6 require only a demonstration table with hot and cold water.

Component	Description	What to Look
Environment	The room should provide an inviting/stimulating environment for learning.	Spatial Configuration (immovable): Does it support the instructional program? Lighting: Appropriate natural light/lighting levels? Acoustics: Are there impediments to hearing the teacher? Is there noise transfer between classrooms? HVAC/Temperature: Is there proper ventilation and consistent and adequate climate control? Aesthetics: Is it an inviting learning environment?
Size	The room should meet the square footage standards. ES: 800 SF MS: 1000 SF HS: 1625 SF (should include a 200 SF workroom)	EXCEL: 90-100% of the room(s) meet standards GOOD: 80-89% of the room(s) meet standards FAIR: 65-79% of the room(s) meet standards POOR: 50-64% of the room(s) meet standards UNSAT: <50% of the room(s) meet standards
Location	The room should be appropriately located for the program.	The science classroom should be shielded from noise-producing activities or functions.
Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	Storage: Space for teaching materials and records. There should be 100 SF of storage for science classrooms that are 1000 SF+ and there should be separate storage for chemicals (100 SF). Fixed Equipment – Gr. 5-8: Demonstration table with hot and cold water; MS: Casework with three sinks minimum, cold water only; one additional sink with drain board & hot/cold water. HS: Demonstration table with gas and hot & cold water; fume hood; casework with 7 sinks, cold water only; 7 gas jets; one additional sink with drain board & hot/cold water. MS/HS: Doors swing into corridor and the space includes a safety cabinet, goggles, eyewash, and emergency shower.

SELF-CONTAINED SPECIAL EDUCATION - If some self-contained rooms are located in a portable building, the comment for all four components should include this information and scores lowered based on the percent that are located in portable buildings. If all self-contained rooms are in portables, all components are scored *Unsatisfactory*.

Component	Description	What to Look
Environment	The room should provide an inviting/stimulating environment for learning.	Spatial Configuration (immovable): Does it support the instructional program? Lighting: Appropriate natural light/lighting levels? Acoustics: Are there impediments to hearing the teacher? Is there noise transfer between classrooms? HVAC/Temperature: Is there proper ventilation and consistent and adequate climate control? Aesthetics: Is it an inviting learning environment?
Size	The room should meet the square footage standards. ES: 825 SF MS: 825 SF HS: 825 SF (additional 20 SF for a kitchenette)	EXCEL: 90-100% of the room(s) meet standards GOOD: 80-89% of the room(s) meet standards FAIR: 65-79% of the room(s) meet standards POOR: 50-64% of the room(s) meet standards UNSAT: <50% of the room(s) meet standards
Location	The room should be appropriately located for the program.	The classroom(s) should be shielded from noise-producing activities.
Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	Storage: 15 SF for children's clothing and personal items; storage space for teaching materials and records. Fixed Equipment (all levels): Private restroom with hot/cold water, ADA-accessible toilet, roll-in shower and changing table. MS/HS: kitchenette, including a sink, a refrigerator and microwave oven, for food preparation training.

CAREER & TECHNICAL EDUCATION - Scores are based on the programs available in each building. Programs that do not exist are scored N/A.

Component	Description	What to Look
Environment	The room should provide an inviting/stimulating environment for learning.	Spatial Configuration (immovable): Does it support the instructional program? Lighting: Appropriate natural light/lighting levels? Acoustics: Are there impediments to hearing the teacher? Is there noise transfer between classrooms? HVAC/Temperature: Is there proper ventilation and consistent and adequate climate control? Aesthetics: Is it an inviting learning environment?
Size	The room should meet the square footage standards. ES: N/A MS: 2750 SF (1/150 unit/student ratio)	EXCEL: 90-100% of the room(s) meet standards GOOD: 80-89% of the room(s) meet standards FAIR: 65-79% of the room(s) meet standards POOR: 50-64% of the room(s) meet standards UNSAT: <50% of the room(s) meet standards
	HS: (1/150 unit/student ratio) Modular = 2750 Systems = 3400 Advanced = 2750 <i>See following page for support space detail</i>	
Location	The room should be appropriately located for the program.	The classrooms(s) should be shielded from noise-producing activities and functions and there should be appropriate material delivery areas.
Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	Storage: 75 SF for teaching materials and projects. Space should include one 48"x30"x24" base storage cabinet and one 48"x30"x24" drawer cabinet with plastic laminate countertop and 48 LF of 12" deep shelving (both MS and HS). Fixed Equipment: Marker board (48 SF) and tack board (48 SF with 48 LF of tack strip distributed as required) in the classroom area.

CAREER & TECHNICAL EDUCATION (CONTINUED)

Grade	Support	Minimum	Special
Modular Lab (MS/HS)	Classroom	625	Provide the classroom area within the lab enclosure
	Production	150	Provide: one 48"x30"x24" base storage cabinet and one 48"x30"x24" drawer cabinet with plastic laminate countertop; view-window from lab and solenoid-type "kill switch" to all electrical outlets
	Audio-Visual	150	Provide: one 48"x30"x24" base storage cabinet and one 48"x30"x24" drawer cabinet with plastic laminate countertop and view-window from lab
	Darkroom	75	Provide: one 48"x30"x24" base storage cabinet and one 48"x30"x24" drawer cabinet with plastic laminate countertop; sink with hot & cold water; exhaust fan; and revolving darkroom door with rubylith window
	Office	75	
High School Systems Lab (Production Systems, Communication Systems, Transportation Systems and Bio-related Systems)	Classroom	625	Provide the classroom area within the lab enclosure
	Production	500	Provide: four 48"x30"x24" base storage cabinets and four 48"x30"x24" drawer cabinets with plastic laminate countertops; view window from Lab; and solenoid-type "kill switch" to all electrical outlets
	Audio-Visual	150	Provide: one 48"x30"x24" base storage cabinet and one 48"x30"x24" drawer cabinet with plastic laminate countertop; and view window from Lab
	Darkroom	150	Provide: two 48"x30"x24" base storage cabinets and two 48"x30"x24" drawer cabinets with plastic laminate countertop; sink with hot & cold water; exhaust fan; and revolving
	Office	75	Provide voice and data outlets
	Storage	75	Provide: one 48"x30"x24" base storage cabinet and one 48"x30"x24" drawer cabinet with plastic laminate countertop; and 48 LF of 12" deep shelving
High School Advanced Lab (Computer-Aided Design & Drafting Technology, Electricity/	Classroom	625	Provide the classroom area within the lab enclosure
	Provide internal subdivisions per program requirements based on KDE recommendations		Provide special features per program requirements based on KDE recommendations

Electronics Technology, Construction Technology, Manufacturing	Office	75	
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NON-INSTRUCTIONAL SPACES

Component	Descriptio			What to Look
Administration	The administrative space should be located by the main entrance and have adequate space for work activities and storage. Size is determined by student			There should be a reception/waiting area. There should be sight lines to the main entrance. Component requirements General Office = 200 sq. ft (including reception/waiting areas Conference Room = 270 sq. ft. Principal's Office = 150 sq feet
	Student Enrollment		Unit	
	300 to 599		1,720	
	600 to 899		1,870	
	900 to 1,199		2,020	
	1,200 to 1,499		2,170	
	1,500 +		2,320	
Cafeteria	Each school should have a cafeteria on the ground floor. Size is determined by enrollment.			There is good circulation and routing. The cafeteria is acoustically isolated, has appropriate storage and seating. <i>Note: If the cafeteria is a multi-purpose space (at ES, typically shared with P.E. or also used for performing arts), there needs to be adequate space for storage of cafeteria tables and chairs.</i>
	Enrollment	Kitchen Area	Cafeteria Area	
	300 to 599	2,20	3,000	
	600 to 899	3,00	4,600	
	900 to 1,199	3,80	6,200	
	1,200 to 1,500	4,70	7,800	
Food Service and Prep	The kitchen area should have separate areas for pickup and delivery, have adequate storage, and fixed equipment.			(a) Provide one serving line for each 300 students. (b) Provide an exterior can wash with hot and cold water. (c) Provide a service/delivery door annunciator with push button at door and buzzer in Kitchen with light located so as to be seen from view window in the manager's office. (d) Locate the condensers for the walk-in cooler/freezer in a remote non-conditioned space, or outside if properly protected. Allow heat dissipation and easy access for maintenance. (e) Provide minimum 5'-0" clear aisle around or at edge of cooking battery, and 4'-0" clear aisles at other food-prep equipment. (f) Provide a floor drain for condensation lines at all hot and
	Support Space	Area (SF)	Special Features	
	Manager's Office	64	Provide visual control of the main food preparation area, the delivery door, walk-in freezer/cooler and drv foods:	
	Staff Toilet	25	Provide an entry vestibule to toilet room containing staff	

	Dry Food Storage	½ -1 SF per student enrollment or the # of lunches served	Provide air conditioning to maintain proper temperatures for year-round use per Federal guidelines	cold food units and ice makers and tilting skillet and steam kettle. (g) Provide faucet and floor drain at vertical cutter mixer. (h) Provide stainless steel or other non-porous countertops or tables for slicers and/or microwaves. (i) Provide a baker's preparation area with mobile bins and condiment shelf. (j) Provide work stations to suit the number of staff.
	Non-Food Storage	80	Provide space for washer/dryer w/vent; shelving for non-food items; mop receptor/sink for cleaning the floor	
Clinic	There should be a 200 SF space for a clinic at each school that is located close to and within direct sight of the administrative receptionist's area.			Clinic should include a cabinet with sink, space for at least one cot, an ADA-accessible restroom, lockable storage, and a refrigerator.
Counseling	A guidance counseling space is required at every school. For middle/junior/high schools, an additional office should be provided for each additional 300 students.			There should be a reception/waiting area. The space should be located adjacent to the fireproof records storage. Component requirements Guidance Office = 150 SF Reception = 150 SF Records Room = 150 SF
Custodial and Maintenance	There should be a custodial receiving area (250 SF) and a custodial closet with floor mop in each major building area.			The receiving area should be on the ground floor with direct access from delivery truck loading/unloading area and should have shelving for bulk storage of equipment and supplies.
Restrooms (Student)	Restrooms should be conveniently located and be adequate in quantity for the student population.			Restrooms are appropriately located and adequate in number, well-ventilated, and the fixtures are appropriate. Floor and wall surfaces are washable. Toilet partitions and urinal privacy partitions are in place. (Note: ECE restrooms are required and are scored under ECE.)
Staff Workroom	Each school should have a 150 SF space for staff to work that is located close to the administrative space and easily accessible by teachers.			Staff restrooms should be located in close proximity to the staff workroom and should be visually shielded. There should be a base cabinet with a sink.

OUTSIDE SPACES

Component	Description	What to Look
Vehicular Traffic	Traffic routing should be safe with good separation.	Bus, parent, service lanes are "off-street" and do not conflict with each other, playground, or parking areas. There is adequate bus parking near entrances to the building.
Pedestrian Traffic	Pedestrian traffic routing is safe with good separation from vehicular traffic.	There should be safe walk routes (sidewalks and marked crosswalks) that direct students and the public to appropriate entrances.
Parking	Parking should be adequate in size and marked.	There is adequate off-street paved, marked, and lighted parking for staff and visitors for daily operations (not events). Parking lots have reasonable access to school entrances.
Play Areas/Fields	Play areas should be adjacent to the school, adequate in size, and allow for free and organized play time.	Preschool: There should be direct access to a minimum 1500 SF outdoor play area, 1/3 paved, 2/3 turf. (See fencing) K-12: Soccer-sized, unobstructed, grassy play area.

SAFETY & SECURITY

Component	Description	What to Look
Fencing	The school site should be appropriately fenced.	Preschool: There should be a 48-inch high fence around the play area and two 36-inch wide, latchable gates. K-12: Play or athletic areas should be fenced for safety separation from parking or roads. Entrances and egresses are limited, where appropriate. Perimeter fences to separate school from neighborhood, as needed.
Signage & Way Finding	Interior and exterior signage should be adequate for the needs of the school.	Adequate signage or graphics direct the public to major spaces (e.g. entrance, office, gym, auditorium, etc.) of the school and grounds. Traffic and parking signs are adequate to direct visitors. All rooms are identified with numbers/signs.
Ease of Supervision	The building layout and equipment should enhance building supervision.	Supervision is enhanced through proper sightlines, few or no "hiding areas," appropriate interior/exterior lighting, good direct visibility or via security cameras both inside and outside the building.
Controlled Entrances	Points of entry should be controlled for student and staff safety.	School design or configuration allows for control of entrances to the school. Public entrances are easily supervised.